



Training your skills 26.1.23



Roleplay - mentoring cases

- Mixed groups (of 4 people)
- Role as a mentor (read the script)
- Role as a mentee (read the script)
- 2 observers (information offered)
- Time: 20 minutes/case ?



Observers

1. Try to discover what were the main issues to be solved
2. Focus on the mentor and his/her mentoring practices.

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- Were the mentee's concerns or needs noticed?
 - How did the mentor handle the situation? (consider both the mentoring and digital aspects)
 - Were any solutions found?



Case 1 Margareta

You are Margareta with a long (20 years) teaching experience in VET education. All these years you have had your own group of students (about 10 -15). The students have varied background e.g. dropped-outs, motivational and behavioural challenges, lack of self-management skills etc.

You are keen and willing to add more digital tools in your teaching to improve your own and the students' digital skills. You have used mainly power point slides and some tools provided by your school.

You are a teacher with an attitude 'who knows everything'. You don't want to lose your face in the front of the students.

You are aware of the new mentoring process in your school and want to talk to a mentor about your requests. You would especially like to know how to motivate students, but not to lose your authority.

Play your role as you wish.



Case 1 mentor

Margareta has a long, 20 years, teaching experience in VET education. All these years she has had her own group of students (about 10 -15). Her students have varied background e.g. dropped-outs, motivational and behavioural challenges, lack of self-management skills etc.

She is keen and willing to add more digital tools in her teaching to improve her own and students' digital skills. She has mainly used power point slides and some digital platforms provided by the school. However, she is a teacher with an attitude 'who knows everything'.

She knows you are a mentor and came to see you with her requests.

- What kind of mentoring would you recommend to her?
- How could you build trust?

Play your role as you wish.



Case 2 - Nico

You are Nico, a recently graduated teacher in building construction at a VET college. You have worked at the VET college for one year. You are very skilled in using different digital tools and programmes in your teaching, and student like your courses.

However, many of your senior colleagues see you as a threat as they have used to teach in a traditional way. You would like to add more pedagogical aspects on your courses e.g. collaborative learning and you would like to ask the mentor's advice on this.

Also, your manager has suggested that you should share your good ideas with your senior colleagues to improve the whole department's digital skills. You are not sure if you want to do it.

You will see the school's mentor and would like know if he/she can help you
Play your role as you wish.



Case 2 - mentor

Nico is a recently graduated teacher in building construction. He has worked at the VET college for one year. He is very skilled in using different digital tools and programmes in his teaching and students like his courses.

However, many of his senior colleagues see Nico as a threat as they have used to teach in a traditional way. The colleagues have realised that students want to take his courses as they are digital-based. Nico is also considering some pedagogical aspects of his teaching.

Nico comes to talk to you.

You know that his manager has asked Nico to share his digital expertise with his colleagues to improve the whole department's digital skills, but have not heard anything more about it.

- What kind of mentoring would you recommend to him?
- How do you support Nico's teacher identity and agency so that he is willing to help his colleagues?

Play the role as you wish.



Case 3 - Anna

You are Anna, a VET teacher at the health and beauty department. You have been working as a VET teacher for 5 years and you really like the work. You prefer to work alone and you like to do tasks that require attention to details.

You are not interested in any digital tools or digital learning environment as you like to work with your hands. You really like practical tasks. In reality, you are unsure how to use any digital tools in your teaching.

Your manager wants to increase all teachers digital skills as new investments in digital tools have been made in your department. The manager suggested that you need to talk to the school's mentor and find out if and how he/she can help you. However, you are not sure if you are willing to change your way of working.

Go to the mentor and find out what happens.

Play your role as you wish.



Case 3 - mentor

Anna is a VET teacher at the health and beauty department. She has been working as a VET teacher for 5 years. She prefers to work on her own, not in a team, and likes to do tasks that require attention to details.

She is not interested in any digital tools or digital learning environment, as she really likes practical tasks. Maybe she doesn't know how to use digital tools, but that is not commonly known.

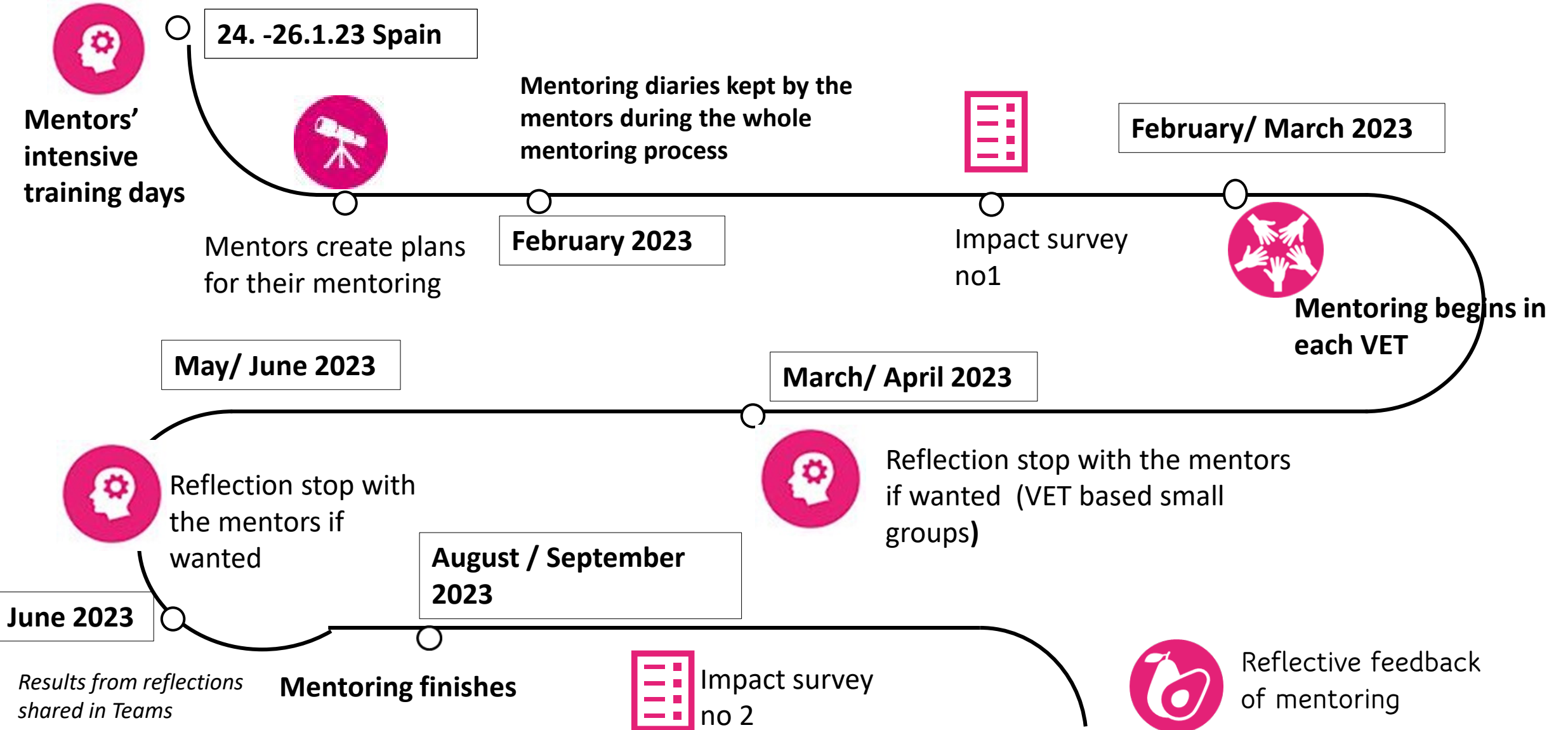
Anna comes to talk to you.

You know that her manager wants to increase all teachers digital skills as new investments in digital tools have been made in her department. The manager has suggested that Anna should talk to you, as you are the school's mentor.

- What kind of mentoring programme would you recommend to her?
- How do you motivate Anna to include digital tools in her teaching?



Suggestion for mentors training as a process in the SHOW-VET project





Mentoring diary

Dates	Face-to-face or online Individual or group?	How many mentees ?	Which mentoring activities used?	Questions raised & answers/solutions found	Summary of the mentoring session What was learned? What is important to consider in the future? What is worth sharing with others?



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